

## Prepping for Finals: Sophomores

Jan. 16, 2018

	Lessons	Standards
<b>Last Week</b> Jan 8-12	Early Release – No AG (Mon) Managing your time for success in school (Tues)	SEL 1: Self-Regulation
<b>This Week</b> Jan 15-19	MLK Jr. Day – No School <b>Preparing for Finals</b> /Winter Court Voting(Tues) Winter Semi-Formal Assembly (Wed)	SEL 1: Self-Regulation
<b>Next Week</b> Jan 22-26	Semester 2 Schedule Check (Tues) Linn-Benton Intro (Wed)	SEL 1: Self-Regulation CRLE

**Materials:** Test Prep Guide - Classroom Notes Handout (In box, Attached), Test Prep Guide – Notes from Assigned Reading (In box, Attached), **Note:** These two documents are on the same paper - front and back side.

### Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements and hand out progress reports
4. Vote for Winter Court Queen & King. ASB students will be around to pick up the ballots.
5. The goal of this lesson is for students to **outline how to use classroom notes to prepare for a test and how to use textbooks and assigned reading to prepare for a test.**
6. Use the attached handouts and the guide below to conduct the lesson.

a. **Students outline how to use classroom notes to prepare for a test.**

Explain to students that having a good “attack plan” for taking a test is very important. But good preparation for the test is just as important.

With students in pairs, pose this question: “When you are taking notes in class, how can you tell what is important and might be on a test?” Have the pairs brainstorm and write down a list of ideas. Then call students together and ask for volunteers to share their top ideas. Write the ideas on the board, noting common themes. Project the *Test Prep Guide – Classroom Notes Handout* or distribute it. Review the suggestions with students. How did their ideas compare with the suggestions on the handout? Discuss the handout’s suggestions and then ask each student to write a few more ideas on their handout based on their pair’s work or on your classroom discussion.

b. **Students outline how to use textbooks and assigned reading to prepare for a test.** Ask students to turn back to their pairs and brainstorm ideas to

this question: “When you are doing assigned reading for class, how can you tell what is important and might be on a test?” Have the pairs brainstorm and write down a list of ideas. Call students together and ask for volunteers to share their top ideas. Write the ideas on the board, noting common themes. Distribute the *Test Prep Guide – Notes from Assigned Reading Handout* to students. Review the suggestions. How did student ideas compare with the suggestions on the handout? Discuss the handout’s suggestions and then ask each student to write a few more ideas on their handout based on their group’s work or on your classroom discussion.

**7. End Advisory Group according to personal preference**